Student Wellbeing and Engagement Policy

2025

395 Ballarto Road Skye 3977

	Skye Primary School **Student Wellbeing and Engagement Policy 2025**	**Developed:** **Created**: 2/07/2025 **Review date:** 2/07/2027

Help for non-English speakers

If you need help to understand the information in this policy please contact Skye Primary School Administration Office via telephone: 03 9786 1555 or email: skye.ps@education.vic.gov.au

PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

(a) our commitment to providing a safe and supportive learning environment for students
(b) expectations for positive student behaviour
(c) support available to students and families
(d) our school's policies and procedures for responding to inappropriate student behaviour.

Skye Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture, where student participation is encouraged and valued, helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

SCOPE

This policy applies to all school activities, including camps and excursions.

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POLICY

1. School profile

Skye Primary School has been serving our local community since 1873. We started as a humble school providing education for just 26 students, to a school that has now grown to between 500-550 students.

Skye Primary School has been considered a semi-rural setting over the past years and are proud to have maintained our 'semi-rural feel' with the extensive housing development that has occurred around the school over the recent years.

We are proud of our school's physical environment and facilities. We boast extensive areas for our students to play, with a separate enclosed prep playground area, 2 junior playgrounds, 2 middle-senior school playgrounds, a football oval, a newly developed soccer field, a basketball court and hardcourt areas for play and a quiet sit-down area in our sails area.

In 2022 our new buildings opened with a full-sized basketball stadium, a new art room and music room as well a state of the art library. Our school also has a new administration area and a welcoming entry area for visitors and parents.

Our architecturally designed buildings are airconditioned and provide modern facilities necessary to provide the optimum learning environment for our students.

Kitchen Garden is a program that we are proud of facilitating a knowledge of healthy eating and the joy of growing our own produce. In 2021 our students produced a cookbook of favourite recipes.

Nurturing and educating children is seen as a shared responsibility between home and school, with Skye Primary School building strong relationships with our community and working closely with parents and carers as active partners in their child's schooling and education. This includes offering opportunities to be a Classroom Volunteer, attend Open Afternoons and borrow books from our Library during our Friday morning Open Library Sessions.

At Skye Primary School we aim to provide stimulating learning programs in a purposeful and caring environment that enable every student to realise their full potential. In doing so we foster a learning environment rich in values, with our students provided with the opportunity and support to develop confidence and self-esteem within a flexible, happy and positive school environment, building core values of Respect, Relationships, Resilience and Responsibility.

Our main aim is to foster in students the qualities and skills that will enable them to adapt to an ever-changing world.

School values, vision and mission

VALUES

Skye Primary School values **Respect, Resilience, Relationships** and **Responsibility.** Our students are encouraged to apply these in their everyday actions.

At Skye Primary School we show **respect** and care about the feelings and rights of others by using manners, allowing teachers to teach and others to learn, treating others with kindness, listening attentively and accepting ourselves for who we are.

We are **resilient** and work through challenges effectively. We are persistent and never give up, know it is ok to make a mistake, use a range of strategies to problem solve, face challenges with a positive attitude and move forward when things don't go our way.

We create and maintain positive **relationships** by including others, cooperating, solving problems in a positive manner and appreciating other's differences.

We take **responsibility** for our learning, behaviour and school environment. We take care of ourselves and our belongings and look after our learning environment and the school yard. We can be trusted to make good choices because we are in charge of our choices and know that they can impact others.

Our school values can be viewed via our website https://skyeps.vic.edu.au/our-school/

THE SCHOOL VISION

In 2019 we worked with all stakeholders in our community to develop- our school vision:

"To build a connected community that inspires and empowers learners to be successful in an ever-changing world."

Everything we do at Skye Primary aims to empower our students to be proactive, critical thinkers and problem solvers so they can take their place with confidence in the constantly changing world in the 21st century.

MISSION

Skye Primary School is committed to providing a welcoming, safe and caring environment where students are equipped with the skills and mindset to thrive and strive for their personal best. Our goal is to educate our students to become confident, responsible and caring citizens by emphasising high expectations for all, fostering a culture of academic excellence and creativity. We aim to provide a supportive, engaging and personalised learning environment that builds a foundation for life-long learning. We believe that education is about developing the whole child and delivering programs that develop personal capabilities and social skills that prepare our students to become productive, responsible, ethical and compassionate members of society.

2. Wellbeing and engagement strategies

Engagement strategies

Skye Primary School follows the **School Wide Positive Behaviours in Schools** framework (SWPBS). We acknowledge and actively teach the expected behaviours that promote a safe, orderly an inclusive school environment.

We are also a lead school for Respectful Relationships and this curriculum is taught throughout the school.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

In 2025 our entire school staff completed The Berry Street Education Model training. The Berry Street Education Model is a trauma-informed approach that prioritises student wellbeing and emotional regulation through consistent predictable routines ad unconditional positive regard.

Universal

- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- teachers at Skye Primary School adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- our school's Statement of Values and School Philosophy are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns
- create opportunities for cross—age connections amongst students through school productions, athletics, music programs, INSPIRE programs & Prep-Year 6 Buddy Program
- all students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, Year Group Leaders, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
    - Respectful Relationships
    - Bully Stoppers
    - Safe Schools
- programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. Emotional Regulation programs)
- opportunities for student inclusion (i.e. sports teams, clubs, lunchtime club & activities)

- measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment

Targeted

- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander
- we support learning and wellbeing outcomes of students from refugee backgrounds
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on LGBTIQ Student Support
- all students in Out of Home Care are supported in accordance with the Department's policy on Supporting Students in Out-of-Home Care including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment
- students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on Students with Disability, such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- staff will apply a trauma-informed approach to working with students who have experienced trauma

Individual

- *Student Support Groups*
- *Individual Education Plans*
- *Behaviour - Students*
- *Behaviour Support Plans*
- *Student Support Services*

as well as to other Department programs and services such as:

- Program for Students with Disabilities
- *Mental health toolkit*
- *Headspace*
- Navigator
- LOOKOUT

Skye Primary School implements a range of strategies that support and promote individual engagement. These can include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school

- developing an Individual Learning Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
    - school-based wellbeing supports
    - Student Support Services
    - Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst
    - Re-engagement programs such as Navigator

Where necessary the school will support the student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plan in collaboration with the student and their family
- engaging with our regional Koorie Engagement Support Officers
- running regular Student Support Group meetings for all students:
    - with a disability
    - in Out of Home Care
    - with other complex needs that require ongoing support and monitoring.

3. Identifying students in need of support

Skye Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Skye Primary School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers

4. Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and

dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, racism, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team. Further information about raising a complaint or concern is available in our Complaints Policy.

5. Student behavioural expectations and management

Behavioural expectations of students are grounded in our school's Statement of Values/Student code of conduct.

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Skye Primary School will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges

- referral to the Wellbeing team
- restorative practices
- thinking and reflection time
- behaviour support and intervention meetings
- suspension
- expulsion

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:

- https://www2.education.vic.gov.au/pal/suspensions/policy
- https://www2.education.vic.gov.au/pal/expulsions/policy
- https://www2.education.vic.gov.au/pal/restraint-seclusion/policy

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Skye Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited by law and will not be used in any circumstance at our school.

6. Engaging with families

Skye Primary School values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website or hard copy versions available at the school office
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

7. Evaluation

Skye Primary School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey

- case management
- CASES21, including attendance and absence data
- SOCS

Skye Primary School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- available publicly on our school's website
- included in staff induction processes
- included as annual reference in school newsletter
- made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- Suspension process
- Expulsions - Decision

FURTHER INFORMATION AND RESOURCES

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

- Attendance
- Student Engagement
- Child Safe Standards
- Supporting Students in Out-of-Home Care
- Students with Disability
- LGBTIQ Student Support
- Behaviour - Students
- Suspensions
- Expulsions
- Restraint and Seclusion

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safety Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	2/07/2025
Consultation	School Council 11/08/2025
Approved by	Tim Bernau – Principal
Next scheduled review date	2/07/2027